

Grade 1 Inventory Math Scoring Guidance

2015-2016 NYC Baseline Performance Tasks

Instructions

- The following pages contain guidance on the scoring of the above-named NYC Performance Task.
- Distribute this guide to all staff scoring the task. *Please note: Fall baseline tasks may be administered and scored by the regular classroom teacher and results may be used to plan for instruction throughout the year.*
- The scoring guidance is intended to be used in conjunction with the rubric, which details indicators of performance levels on all rubric traits.

Overview of the NYC Performance Tasks

The NYC Performance Tasks are comparable baseline and End-of-Year, open-ended assessment pairs that are offered in math, ELA, science, and social studies and promote the instructional shifts of argument and critique, use and analysis of evidence, and exposure to complex texts. The tasks are designed for students to demonstrate their skills in reviewing and analyzing presented evidence and creating an evidence-based argument.

The tasks respond to and support the diversity of curriculum and instruction that exist across NYC schools and act as a resource in these varied settings to support collaborative discourse around curriculum, instruction, and assessment. Tasks are designed to support the Citywide Instructional Expectations by promoting knowledge of students, facilitating alignment to an instructional focus, and developing a culture of collaborative professional learning.

A skills-based, standards-driven rubric accompanies each task and, where feasible, is content agnostic so that it can be used in a variety of ways with other curricular and instructional materials. Rubrics are aligned to the Common Core standards and content-specific New York State standards where appropriate. Topic selection in each grade and subject was influenced by New York City scope and sequence documents.

The following scoring guide structure was adapted from CPET and provides annotated student work samples that show the relationship between the student response and the criteria in the rubric. A matrix of rubric scores and rationales follows each individual student work sample. The guide can also be used to norm scoring practices across teams of educators.

Design Principles for the Math Performance Tasks

Focus Standards

While there may be multiple Common Core standard alignments (partial or full) for each trait in the rubric, the focus standards are used to inform design consistency across grades. In math, the Practices are used as the unifying design principle across grades in lieu of content standards. Grade-level content standard alignment is represented on each rubric.

- MP1: Make sense of problems and persevere in solving them
- MP4: Model with mathematics

See the last page of this guide for a chart of standards alignment per rubric trait across all grade levels.

Design Concept

The design concept for math addresses the following in each grade band:

Grades K-1

- Inventory

Grades 2-12

- Presentation of context
- Multiple mini-task questions addressing that one context

Content and Structure

The topic (e.g., "plants") in each task is used to provide context for students to demonstrate mastery of the focus standards and content standards in math. The design of the task is not for students to demonstrate content knowledge on any particular topic. The content standards chosen represent the major work of the grade, and are structured to measure both discrete and complex skill mastery. Unlike other subject area rubrics, rubric traits in math measure the total allowable score points per question; therefore, not every trait on the rubric has descriptors through four points.

Grade 1 Inventory Math Scoring Guidance

Task Overview

The NYC Performance Tasks in Kindergarten and Grade 1 are designed as inventories. It is suggested that the inventories are administered as interviews. Each question on the task is intended to address understanding and proficiency of mathematical content, as well as engagement with mathematical practices.

Student Task

Students produce **an oral** and/or written response. Sample student responses have been provided to you; further information regarding these annotated student works are provided below.

Evaluator Task

You are being asked to use your best professional judgment to score these student responses using the rubric provided.

General Instructions for Using the Rubric

- (1) Scorers will use the separate rubric provided to assess student performance.
- (2) These traits are being scored for content and practice. Point values may vary from question to question, and there is no eligible point value for areas on the rubric that are blank.
- (3) You are to provide one score for each rubric trait. Please be sure to enter all trait scores on the appropriate Schoolnet Answer Sheet for each student. The final score for the task will be calculated elsewhere.
- (4) All student work in the task booklet should be scored, regardless of whether the student completed or attempted every question.
- (5) A score of “Zero (0) – No attempt” should be considered carefully before being used. See included student work samples for guidance. Scores of “Zero (0) – No attempt” should only be given if:
 - (a) a student did not attempt that question on **any portion** of the task, or
 - (b) if his/her work is **completely copied** directly from the task or texts, or
 - (c) if his/her work is completely unrelated to the question or prompt.

Note: The layout of the Performance Task Inventories in grades K and 1 were revised to improve clarity for the administering teacher. The changes to the layout of the inventories **do not** change the substance of the inventories for students and **do not** impact the scoring as it is reflected in the scoring guides. However, the presentation of the student work in the scoring guide may look slightly different compared to the updated inventory layout.

Annotated Student Work

The following pages include annotated student work samples at a variety of performance levels. The samples have been annotated to highlight student responses in relation to the rubric traits. Each sample is followed by a summary page indicating the sample's score on each rubric trait, in addition to the reasoning for the score. Please review these samples both independently and **with a team** to ensure a common understanding of the rubric traits at all performance levels.

Best Practices for Scoring

- Before scoring a specific task, teacher **teams** should review the task and the rubric and discuss expected performance at each level for each rubric trait.
- As a group, review annotated student work and **discuss evidence for each score**, including discussing non-blank, zero-scored traits. Work to understand the provided scores and rationales for one sample.
- Individually score a few provided student work samples. After working individually, **compare your assigned scores** to those given by others and to the provided scores and rationales. Be sure you understand how each score was assigned, and that your team agrees, before moving to independent work.
- After independently completing a set of student work from your school, review the set with the group to see if you have drifted away from your original scoring, becoming either more severe or more lenient in response to the task. Consistent scoring is important.

Directions: When administering this task, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. *This task inventory is aligned to both Grade 1 and Grade 2 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Grade 1 students ARE NOT required to demonstrate above-grade-level thinking.*

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (1) Counting on from a Number Other Than One: Say, "Please start at 85 and count by ones as high as you can."	Stop students who successfully count to 120. ----- or ----- Stop the student when the counting sequence becomes incorrect. Record the last correct count. If the student does not know how to answer the question, then model for him/her. Say, "Let me show you how to start counting at 62, and then you can show me how to start counting at 85. Okay, 62, 63, 64... Now, can you show me how to start counting at 85?"	Correctly counts to 120: $\sqrt{150}$ [3] Correctly counts to 110: ____ [2] Correctly counts to 100: ____ [1] Correctly counts to: ____ Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ____ [0]

T1

The student accurately counts to 150.

⇒ If a student is successful¹ on Item 1, then proceed to Item 2.

⇒ If a student is not successful on Item 1, then proceed to Item 3.

Understand place value.	(2.NBT.2) (2) Skip Counting: Say, "Sometimes we skip count by fives, like 5, 10... Please count as high as you can by fives."	Stop students who successfully count by fives to 40. ----- or ----- Stop the student where the counting sequence is incorrect. Record the last correct count and the type of error.	Correctly counts by fives to 40: $\sqrt{100}$ [2] Correctly counts by fives to: ____ [1] Unable to count by fives: ____ [0]
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T2

The student accurately counts by fives to 100.

⇒ Proceed to Item 3.

¹In order for a student to be successful, a student must get the maximum points for each item.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	(1.NBT.5) (3) Adding and Subtracting Ten: Present the student the number card (12) and say, "Without counting, can you tell me what number is 10 more than 12?" After the student responds, ask, "How do you know?" Then ask, "Without counting, can you tell me what number is 10 less than 12?" After the student responds, ask, "How do you know?"	Record the student's response and explanation in the student response column for Item 5.	Gives the correct answer, 22, without counting?: \textcircled{Y} N Explanation: <u>I just added ten in my head</u> Gives the correct answer, 2, without counting?: \textcircled{Y} N Explanation: <u>I know how to subtract 10</u> No response or incorrect response: ____ [2] - Both correct [1] - 1 correct [0] - No response or both incorrect

T3

The student correctly adds 10 to 12 to arrive at 22 and explains, "I added 10 in my head."

The student correctly subtracts 10 and arrives at 2. The student explains that he/she knows how to subtract.

⇒ If a student is successful on Item 3, then proceed to Item 4.

⇒ If a student is not successful on Item 3, then proceed to Item 5.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.8) (4) Say, "Use mental math to find the answer to these problems:" (a) Add 10 to 889 (b) Add 100 to 674 (c) Subtract 10 from 521 (d) Subtract 100 from 345		(a) Gives the answer 899?: <input checked="" type="radio"/> Y <input type="radio"/> N Explanation: _____ (b) Gives the answer 774?: <input checked="" type="radio"/> Y <input type="radio"/> N Explanation: _____ (c) Gives the answer 511?: <input checked="" type="radio"/> Y <input type="radio"/> N Explanation: _____ (d) Gives the answer 245?: <input checked="" type="radio"/> Y <input type="radio"/> N Explanation: _____ [4] – All 4 correct [3] – 3 correct [2] – 2 correct [1] – 1 correct [0] – No response or all 4 incorrect

T4

The student accurately adds and subtracts 10 and 100 to and from the numbers.

⇒ Proceed to Item 5.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (5) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say, "Please tell me the name of this number." From 0 to 120: Present the student with the number card 118 and say, "Please tell me the name of this number." Provide the student with paper and pencil and say, "Please write the number eighty." Say, "Please write the number one hundred six."	Allow time in between naming numbers for students to scribe.	Says 70: <input checked="" type="checkbox"/> Says 118: <input checked="" type="checkbox"/> Correctly writes 80: <input checked="" type="checkbox"/> Correctly writes 106: <input checked="" type="checkbox"/> [4] – All 4 correct [3] – 3 correct [2] – 2 correct [1] – 1 correct [0] – No response or all 4 incorrect

T5

The student reads 70 and 118 correctly.

The student correctly writes 80 and 106.

⇒ If a student is successful on Item 5, then proceed to Item 6.

⇒ If a student is not successful on Item 5, then proceed to Item 7.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.3) (6) Reading and Writing Numerals from 0 to 1,000: Present the student with the number card 135 and say, "Please tell me the name of this number." Present the student with the number card 889 and say, "Please tell me the name of this number." Provide the student with paper and pencil and say, "Please write the number nine hundred seventy-two." Say, "Please write the number four hundred forty-five."	Give time between for the student to scribe each number.	Says 135: <input checked="" type="checkbox"/> Says 889: <input checked="" type="checkbox"/> Correctly writes 972: <input checked="" type="checkbox"/> Correctly writes 445: <input checked="" type="checkbox"/> [4] – All 4 correct [3] – 3 correct [2] – 2 correct [1] – 1 correct [0] – No response or all 4 incorrect

T6

The student correctly reads 135 and 889.
The student correctly writes 972 and 445.

⇒ Proceed to Item 7.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(7) Present the student with the number card "7___4" and symbols cards.</p> <p>(a) Say, "Which number is greater?"</p> <p>After the student has identified a value, say, "Please put the correct symbol between these two numbers."</p> <p>Repeat the procedure with the following sets:</p> <p>(b) 12 ___ 18</p> <p>(c) 26 ___ 62</p> <p>(d) 57 ___ 57</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7? <input checked="" type="radio"/> N Correctly identifies 7 > 4? <input checked="" type="radio"/> N</p> <p>(b) Correctly identifies 18? <input checked="" type="radio"/> N Correctly identifies 12 < 18? <input checked="" type="radio"/> N</p> <p>(c) Correctly identifies 62? <input checked="" type="radio"/> N Correctly identifies 26 < 62? <input checked="" type="radio"/> N</p> <p>(d) Correctly identifies 57 is equal to 57? <input checked="" type="radio"/> N Correctly identifies 57 = 57? <input checked="" type="radio"/> N</p> <p>[3] - Correctly identifies all 4 numbers and symbols [2] - Correctly identifies all 4 numbers and at least 2 symbols [1] - Correctly identifies all 4 numbers [0] - No response or incorrect responses</p>

T7

The student correctly orders the four sets of numbers and uses the correct symbols.

⇒ If a student is successful on Item 7, then proceed to Item 8.

⇒ If a student is not successful on Item 7, then proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(2.NBT.4)</p> <p>(8) Present the student with the number card "573___237" and the symbols cards "<," ">," and "=".</p> <p>(a) Say, "Please put the correct symbol between these two numbers."</p> <p>Repeat with the following:</p> <p>(b) 273 ___ 237</p> <p>(c) 579 ___ 579</p> <p>(d) 766 ___ 677</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) Correctly identifies 573 > 237? <input checked="" type="radio"/> N</p> <p>(b) Correctly identifies 273 > 237? <input checked="" type="radio"/> N</p> <p>(c) Correctly identifies 579 = 579? <input checked="" type="radio"/> N</p> <p>(d) Correctly identifies 766 > 677? <input checked="" type="radio"/> N</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or incorrect responses</p>

T8

The student correctly places the sign ordering the four sets of two numbers.

⇒ Proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	<p>(1.OA.7)</p> <p>(9) Have counters, paper, and a pencil available for the student.</p> <p>(a) Present the student with the equation card "$3 + 4 = 7$" and say, "Please tell me if this number sentence is true or false."</p> <p>After the student responds, ask, "Why is this number sentence true/false?" Record the student's response.</p> <p>Repeat the process with the following equations:</p> <p>(b) $8 + 0 = 9$</p> <p>(c) $5 = 4 + 1$</p> <p>(d) $2 + 4 = 4 + 2$</p>	<p>If the student has difficulty understanding the terms "true" and "false," repeat the instructions using the words "right" and "wrong."</p> <p>If the student is unable to solve the problem using mental math, say, "You can use paper and pencil or counters to find the answer."</p> <p>Stop work on Item 9 if the student cannot correctly identify the first two pairs.</p>	<p>(a) $3 + 4 = 7$ is True?: <input checked="" type="radio"/> Y <input type="radio"/> N Response: "3 + 4 add is 7"</p> <p>(b) $8 + 0 = 9$ is False?: <input checked="" type="radio"/> Y <input type="radio"/> N Response: "8 is not 9"</p> <p>(c) $5 = 4 + 1$ is True?: <input checked="" type="radio"/> Y <input type="radio"/> N Response: "4 plus 1 is 5"</p> <p>(d) $2 + 4 = 4 + 2$ is True?: <input checked="" type="radio"/> Y <input type="radio"/> N Response: "yeah, same thing"</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or incorrect responses</p>

T9

The student accurately identifies all four number sentences as either "true" or "false."

⇒ If a student is successful on Item 9, then proceed to Item 10.

⇒ If a student is not successful on Item 9, then proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.2)</p> <p>(10) Say, "For the next task, I want you to use mental math to solve an equation (or solve a problem)."</p> <p>(a) What is $3 + 16$?"</p> <p>Repeat using the following:</p> <p>(b) $8 - 3$</p> <p>(c) $6 + 9$</p> <p>(d) $13 - 7$</p>	<p>Note the strategy that the student used to represent each problem and record any incorrect responses.</p>	<p>(a) $3 + 16$ ✓ Knows addition fact ✓ Counts on _____ Composes/decomposes to derive answer _____ Other: _____ No response or incorrect response _____</p> <p>(b) $8 - 3$ ✓ Counts on _____ Counts up to find the difference _____ Counts down to find the difference ✓ Knows addition fact for subtraction ✓ Derived fact (compose/decompose) _____ Other: _____ No response or incorrect response _____</p> <p>(c) $6 + 9$ ✓ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer _____ Other: _____ No response or incorrect response _____</p> <p>(d) $13 - 7$ ✓ Counts on _____ Counts up to find the difference _____ Counts down to find the difference ✓ Knows addition fact for subtraction ✓ Derived fact (compose/decompose) _____ Other: _____ No response or incorrect response _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T10

The student uses facts to correctly calculate the four addition and subtraction problems.

⇒ Proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	<p>(1.OA.1)</p> <p>(11) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now?</p> <p>(b) Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student used to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a)</p> <p>Gives the correct response, 16: <input checked="" type="radio"/> Y <input type="radio"/> N</p> <p>Adds 10 and 6 using an expression or equation <input checked="" type="checkbox"/></p> <p>Draws a model to solve _____</p> <p>Other _____</p> <p>No response or incorrect response _____</p> <p>(b)</p> <p>Gives the correct response, 9: <input checked="" type="radio"/> Y <input type="radio"/> N</p> <p>Subtracts 3 from 12 using an expression or equation <input checked="" type="checkbox"/></p> <p>Draws a model to solve _____</p> <p>Adds up from 3 to 12 _____</p> <p>Other _____</p> <p>No response or incorrect response _____</p> <p>[2] – 2 correct responses [1] – 1 correct response [0] – No response or both incorrect</p>

T11

The student correctly solves word problems and uses equations to determine the answers.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.1)</p> <p>(12) Solve Addition and Subtraction Word Problems (within 100): Have paper and pencils available for the student.</p> <p>Read the following to the student:</p> <p>(a) Carly has 39 pencils. She gives her friend 18 of the pencils. How many pencils does Carly have left?</p> <p>(b) Wilson bought 11 baseball cards on Monday, 16 cards on Tuesday, and 13 cards on Wednesday. He gave his brother 9 of his baseball cards. How many baseball cards does Wilson have now?</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a)</p> <p>Gives the correct response, 21: <input checked="" type="radio"/> Y <input type="radio"/> N</p> <p>Subtracts 39 from 18 using an expression or equation <input checked="" type="checkbox"/></p> <p>Draws a model to solve _____</p> <p>Adds up from 18 to 39 _____</p> <p>Other _____</p> <p>No response or incorrect response _____</p> <p>(b)</p> <p>Gives the correct response, 31: <input checked="" type="radio"/> Y <input type="radio"/> N</p> <p>Adds 11, 16, and 13, then subtracts 9 using an expression or equation <input checked="" type="checkbox"/></p> <p>Draws a model to solve _____</p> <p>Other _____</p> <p>No response or incorrect response _____</p> <p>[2] – 2 correct responses [1] – 1 correct response [0] – No response or both incorrect</p>

T12

The student correctly solves word problems and uses equations to determine the answers.

➡ This is the end of the inventory task.

Sample A - Anchor Paper Commentary




Subject/Course: Math

Task Title: Grade 1 Inventory

Grade Level: 1

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	3	Student accurately counts to 150.	3
T2 Trait 2	2	Student accurately counts by fives to 100.	2
T3 Trait 3	2	Student correctly adds 10 to 12 to arrive at 22 and explains, "I added 10 in my head." Student correctly subtracts 10 and arrives at 2. The student explains that he/she knows how to subtract.	2
T4 Trait 4	4	Student accurately adds and subtracts 10 and 100 and from the numbers.	4
T5 Trait 5	4	Student reads 70 and 118 correctly. Student correctly writes 80 and 104.	4
T6 Trait 6	4	Student correctly reads 135 and 889. Student correctly writes 972 and 445.	4
T7 Trait 7	3	Student correctly orders the four sets of numbers and uses the correct symbols.	3
T8 Trait 8	4	Student correctly places the sign ordering the four sets of two numbers.	4
T9 Trait 9	4	Student accurately identifies all four number sentences as either "true" or "false."	4

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
 Trait 10	4	Student uses facts to correctly calculate the four addition and subtraction problems.	4
 Trait 11	2	Student correctly solves word problems and uses equations to determine the answers.	2
 Trait 12	2	Student correctly solves word problems and uses equations to determine the answers.	2

Directions: When administering this task, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. *This task inventory is aligned to both Grade 1 and Grade 2 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Grade 1 students ARE NOT required to demonstrate above-grade-level thinking.*

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (1) Counting on from a Number Other Than One: Say, "Please start at 85 and count by ones as high as you can."	Stop students who successfully count to 120. or Stop the student when the counting sequence becomes incorrect. Record the last correct count. If the student does not know how to answer the question, then model for him/her. Say, "Let me show you how to start counting at 62, and then you can show me how to start counting at 85. Okay, 62, 63, 64 ... Now, can you show me how to start counting at 85?"	Correctly counts to 120: ____ [3] Correctly counts to 110: <u>✓</u> [2] Correctly counts to 100: ____ [1] Correctly counts to: ____ Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ____ [0]

⇒ If a student is successful¹ on Item 1, then proceed to Item 2.

⇒ If a student is not successful on Item 1, then proceed to Item 3.

Understand place value.	(2.NBT.2) (2) Skip Counting: Say, "Sometimes we skip count by fives, like 5, 10 ... Please count as high as you can by fives."	Stop students who successfully count by fives to 40. or Stop the student where the counting sequence is incorrect. Record the last correct count and the type of error.	Correctly counts by fives to 40: ____ [2] Correctly counts by fives to: <u>35</u> [1] Unable to count by fives: ____ [0]
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⇒ Proceed to Item 3.

¹In order for a student to be successful, a student must get the maximum points for each item.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	(1.NBT.5) (3) Adding and Subtracting Tent: Present the student the number card (12) and say, "Without counting, can you tell me what number is 10 more than 12?" After the student responds, ask, "How do you know?" Then ask, "Without counting, can you tell me what number is 10 less than 12?" After the student responds, ask, "How do you know?"	Record the student's response and explanation in the student response column for Item 5.	Gives the correct answer, 22, without counting? <u>Y</u> N Explanation: <u>I used the tens place.</u> Gives the correct answer, 2, without counting? <u>Y</u> N Explanation: <u>I took 10 away</u> No response or incorrect response: ____ [2] - Both correct [1] - 1 correct [0] - No response or both incorrect

⇒ If a student is successful on Item 3, then proceed to Item 4.

⇒ If a student is not successful on Item 3, then proceed to Item 5.

T1

The student accurately counts to 110.

T2

The student accurately counts by fives to 35.

T3

The student correctly adds 10 to 12 to arrive at 22 and explains, "I used the 10s place."

The student correctly takes away 10 and arrives at 2. The student's explanation indicates the use of properties of operations (subtraction), "took 10 away".

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.8) (4) Say, "Use mental math to find the answer to these problems:" (a) Add 10 to 889 (b) Add 100 to 674 (c) Subtract 10 from 521 (d) Subtract 100 from 345		(a) Gives the answer 899? <u>Y</u> <u>N</u> Explanation: <u>900</u> (b) Gives the answer 774? <u>Y</u> <u>N</u> Explanation: _____ (c) Gives the answer 511? <u>Y</u> <u>N</u> Explanation: _____ (d) Gives the answer 245? <u>Y</u> <u>N</u> Explanation: <u>+15</u> [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T4

Student answers two out of four answers correct.

⇒ Proceed to Item 5.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (5) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say, "Please tell me the name of this number." From 0 to 120: Present the student with the number card 118 and say, "Please tell me the name of this number." Provide the student with paper and pencil and say, "Please write the number eighty." Say, "Please write the number one hundred six."	Allow time in between naming numbers for students to scribe.	Says 70: <u>✓</u> Says 118: <u>✓</u> Correctly writes 80: <u>✓</u> Correctly writes 106: <u>✓</u> [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T5

The student reads 70 and 118 correctly.

The student correctly writes 80 and 106.

⇒ If a student is successful on Item 5, then proceed to Item 6.

⇒ If a student is not successful on Item 5, then proceed to Item 7.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.3) (6) Reading and Writing Numerals from 0 to 1,000: Present the student with the number card 135 and say, "Please tell me the name of this number." Present the student with the number card 889 and say, "Please tell me the name of this number." Provide the student with paper and pencil and say, "Please write the number nine hundred seventy-two." Say, "Please write the number four hundred forty-five."	Give time between for the student to scribe each number.	Says 135: <u>✓</u> Says 889: <u>✓</u> Correctly writes 972: <u>✓</u> Correctly writes 445: <u>✓</u> <u>544</u> [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T6

The student correctly reads 135 and 889. The student correctly writes 972 but is incorrect in writing 544 instead of 445.

⇒ Proceed to Item 7.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(7) Present the student with the number card "7 ___ 4" and symbols cards.</p> <p>(a) Say, "Which number is greater?"</p> <p>After the student has identified a value, say, "Please put the correct symbol between these two numbers."</p> <p>Repeat the procedure with the following sets:</p> <p>(b) 12 ___ 18</p> <p>(c) 26 ___ 62</p> <p>(d) 57 ___ 57</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7 > 4: Y N Correctly identifies 7 > 4?: Y N</p> <p>(b) Correctly identifies 18?: Y N Correctly identifies 12 < 18?: Y N</p> <p>(c) Correctly identifies 62?: Y N Correctly identifies 26 < 62?: Y N</p> <p>(d) Correctly identifies 57 is equal to 57?: Y N Correctly identifies 57 = 57?: Y N</p> <p>[3] - Correctly identifies all 4 numbers and symbols [2] - Correctly identifies all 4 numbers and at least 2 symbols [1] - Correctly identifies all 4 numbers [0] - No response or incorrect responses</p>

T7

The student correctly orders the four sets of numbers but does not use the correct symbols except for the equals sign.

⇒ If a student is successful on Item 7, then proceed to Item 8.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(2.NBT.4)</p> <p>(8) Present the student with the number card "573 ___ 237" and the symbols cards "<," ">," and "=".</p> <p>(a) Say, "Please put the correct symbol between these two numbers."</p> <p>Repeat with the following:</p> <p>(b) 273 ___ 237</p> <p>(c) 579 ___ 579</p> <p>(d) 766 ___ 677</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) Correctly identifies 573 > 237?: Y N (b) Correctly identifies 273 > 237?: Y N (c) Correctly identifies 579 = 579?: Y N (d) Correctly identifies 766 > 677?: Y N</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or incorrect responses</p>

T8

This question was skipped.

⇒ Proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	<p>(1.OA.7)</p> <p>(9) Have counters, paper, and a pencil available for the student.</p> <p>(a) Present the student with the equation card "3 + 4 = 7" and say, "Please tell me if this number sentence is true or false."</p> <p>After the student responds, ask, "Why is this number sentence true/false?" Record the student's response.</p> <p>Repeat the process with the following equations:</p> <p>(b) $8 + 0 = 9$</p> <p>(c) $5 = 4 + 1$</p> <p>(d) $2 + 4 = 4 + 2$</p>	<p>If the student has difficulty understanding the terms "true" and "false," repeat the instructions using the words "right" and "wrong."</p> <p>If the student is unable to solve the problem using mental math, say, "You can use paper and pencil or counters to find the answer."</p> <p>Stop work on Item 9 if the student cannot correctly identify the first two pairs.</p>	<p>(a) $3 + 4 = 7$ is True?: <u>Y</u> N Response: <u>It's right</u></p> <p>(b) $8 + 0 = 9$ is False?: <u>Y</u> N Response: <u>It's wrong</u></p> <p>(c) $5 = 4 + 1$ is True?: Y <u>N</u> Response: <u>It's wrong</u></p> <p>(d) $2 + 4 = 4 + 2$ is True?: <u>Y</u> N Response: <u>It's right</u></p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or incorrect responses</p>

T9

The student accurately identifies three of the four number sentences as either "true" or "false."

⇒ If a student is successful on Item 9, then proceed to Item 10.

⇒ If a student is not successful on Item 9, then proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.2)</p> <p>(10) Say, "For the next task, I want you to use mental math to solve an equation (or solve a problem)."</p> <p>(a) What is $3 + 16$?"</p> <p>Repeat using the following:</p> <p>(b) $8 - 3$</p> <p>(c) $6 + 9$</p> <p>(d) $13 - 7$</p>	<p>Note the strategy that the student used to represent each problem and record any incorrect responses.</p>	<p>(a) $3 + 16$ _____ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer _____ Other: _____ No response or incorrect response _____</p> <p>(b) $8 - 3$ _____ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction _____ Derived fact (compose/decompose) _____ Other: _____ No response or incorrect response _____</p> <p>(c) $6 + 9$ _____ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer _____ Other: _____ No response or incorrect response _____</p> <p>(d) $13 - 7$ _____ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction _____ Derived fact (compose/decompose) _____ Other: _____ No response or incorrect response _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T10

This question was skipped.

⇒ Proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	<p>(1.OA.1)</p> <p>(T1) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now?</p> <p>(b) Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student used to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a)</p> <p>Gives the correct response, 16: Y <u>N</u></p> <p>Adds 10 and 6 using an expression or equation _____</p> <p>Draws a model to solve <u>✓</u></p> <p>Other _____</p> <p>No response or incorrect response _____</p> <p>(b)</p> <p>Gives the correct response, 9: Y <u>N</u> 15</p> <p>Subtracts 3 from 12 using an expression or equation <u>X</u></p> <p>Draws a model to solve <u>✓</u> <i>but uses addition.</i></p> <p>Adds up from 3 to 12 _____</p> <p>Other _____</p> <p>No response or incorrect response _____</p> <p>[2] - 2 correct responses [1] - 1 correct response [0] - No response or both incorrect</p>

T11

The student incorrectly solves the two word problems even though an attempt is made to draw a model.

⇒ If a student is successful on Item 11, then proceed to Item 12.

⇒ If a student is not successful on Item 11, then this is the end of the inventory task for this student.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.1)</p> <p>(T2) Solve Addition and Subtraction Word Problems (within 100): Have paper and pencils available for the student.</p> <p>Read the following to the student:</p> <p>(a) Carly has 39 pencils. She gives her friend 18 of the pencils. How many pencils does Carly have left?</p> <p>(b) Wilson bought 11 baseball cards on Monday, 16 cards on Tuesday, and 13 cards on Wednesday. He gave his brother 9 of his baseball cards. How many baseball cards does Wilson have now?</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a)</p> <p>Gives the correct response, 21: Y <u>N</u></p> <p>Subtracts 39 from 18 using an expression or equation _____</p> <p>Draws a model to solve _____</p> <p>Adds up from 18 to 39 _____</p> <p>Other _____</p> <p>No response or incorrect response _____</p> <p>(b)</p> <p>Gives the correct response, 31: Y <u>N</u></p> <p>Adds 11, 16, and 13, then subtracts 9 using an expression or equation _____</p> <p>Draws a model to solve _____</p> <p>Other _____</p> <p>No response or incorrect response _____</p> <p>[2] - 2 correct responses [1] - 1 correct response [0] - No response or both incorrect</p>

T12

This question was skipped.

⇒ This is the end of the inventory task.

Sample B - Anchor Paper Commentary




Subject/Course: Math

Task Title: Grade 1 Inventory

Grade Level: 1

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	2	Student accurately counts to 110.	3
T2 Trait 2	1	Student accurately counts by fives to 35.	2
T3 Trait 3	2	Student correctly adds 10 to 12 to arrive at 22 and explains, "I used the 10s place." Student correctly takes away 10 and arrives at 2. The student explains that he/she "took away 10."	2
T4 Trait 4	2	Student gives two out of four answers correct.	4
T5 Trait 5	4	Student reads 70 and 118 correctly. Student correctly writes 80 and 104.	4
T6 Trait 6	3	Student correctly reads 135 and 889. Student correctly writes 972 but is incorrect in writing 544 instead of 445.	4
T7 Trait 7	1	Student correctly orders the four sets of numbers but does not use the correct symbols except for the equals sign.	3
T8 Trait 8	0	This question was skipped.	4
T9 Trait 9	3	Student accurately identifies three of the four number sentences as either "true" or "false."	4

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
 Trait 10	0	This question was skipped.	4
 Trait 11	0	Student incorrectly solves the two word problems, even though he/she attempts to draw a model.	2
 Trait 12	0	This question was skipped.	2

Directions: When administering this task, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. *This task inventory is aligned to both Grade 1 and Grade 2 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Grade 1 students ARE NOT required to demonstrate above-grade-level thinking.*

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (1) Counting on from a Number Other Than One: Say, "Please start at 85 and count by ones as high as you can."	Stop students who successfully count to 120. ----- or ----- Stop the student when the counting sequence becomes incorrect. Record the last correct count. If the student does not know how to answer the question, then model for him/her. Say, "Let me show you how to start counting at 62, and then you can show me how to start counting at 85. Okay, 62, 63, 64... Now, can you show me how to start counting at 85?"	Correctly counts to 120: ____ [3] Correctly counts to 110: ____ [2] Correctly counts to 100: <u>✓</u> (1) Correctly counts to: ____ Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ____ [0]
<p>⇒ If a student is successful¹ on Item 1, then proceed to Item 2.</p> <p>⇒ If a student is not successful on Item 1, then proceed to Item 3.</p>			
Understand place value.	(2.NBT.2) (2) Skip Counting: Say, "Sometimes we skip count by fives, like 5, 10... Please count as high as you can by fives."	Stop students who successfully count by fives to 40. ----- or ----- Stop the student where the counting sequence is incorrect. Record the last correct count and the type of error.	Correctly counts by fives to 40: ____ [2] Correctly counts by fives to: ____ [1] Unable to count by fives: ____ [0]
<p>⇒ Proceed to Item 3.</p>			

¹In order for a student to be successful, a student must get the maximum points for each item.

T1

The student accurately counts to 100 but not beyond.

T2

This question was skipped.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	(1.NBT.5) (3) Adding and Subtracting Ten: Present the student the number card (12) and say, "Without counting, can you tell me what number is 10 more than 12?" After the student responds, ask, "How do you know?" Then ask, "Without counting, can you tell me what number is 10 less than 12?" After the student responds, ask, "How do you know?"	Record the student's response and explanation in the student response column for Item 5.	Gives the correct answer, 22, without counting?: Y <u>N</u> Says 20 Explanation: _____ Gives the correct answer, 2, without counting?: Y <u>N</u> Cross out one Explanation: _____ No response or incorrect response: _____ [2] - Both correct (1) 1 correct [0] - No response or both incorrect

T3

The student incorrectly adds 10 to 12 to arrive at 20.

The student correctly takes away 10 and arrives at 2. The student explains that he/she "cross out one."

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.8) (4) Say, "Use mental math to find the answer to these problems:" (a) Add 10 to 889 (b) Add 100 to 674 (c) Subtract 10 from 521 (d) Subtract 100 from 345		(a) Gives the answer 899?: Y N Explanation: _____ (b) Gives the answer 774?: Y N Explanation: _____ (c) Gives the answer 511?: Y N Explanation: _____ (d) Gives the answer 245?: Y N Explanation: _____ [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T4

This question was skipped.

⇒ Proceed to Item 5.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (5) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say, "Please tell me the name of this number." From 0 to 120: Present the student with the number card 118 and say, "Please tell me the name of this number." Provide the student with paper and pencil and say, "Please write the number eighty." Say, "Please write the number one hundred six."	Allow time in between naming numbers for students to scribe.	Says 70: ✓ Says 118: <u>eleven-eight</u> Correctly writes 80: ✓ Correctly writes 106: <u>X 1006</u> [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T5

The student correctly reads 70 but reads 118 incorrectly.

The student correctly writes 80 but writes 106 incorrectly.

⇒ If a student is successful on Item 5, then proceed to Item 6.

⇒ If a student is not successful on Item 5, then proceed to Item 7.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.3) (6) Reading and Writing Numerals from 0 to 1,000: Present the student with the number card 135 and say, "Please tell me the name of this number." Present the student with the number card 889 and say, "Please tell me the name of this number." Provide the student with paper and pencil and say, "Please write the number nine hundred seventy-two." Say, "Please write the number four hundred forty-five."	Give time between for the student to scribe each number.	Says 135: _____ Says 889: _____ Correctly writes 972: _____ Correctly writes 445: _____ [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T6

This question was skipped.

⇒ Proceed to Item 7.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(7) Present the student with the number card "7 ___ 4" and symbols cards.</p> <p>(a) Say, "Which number is greater?"</p> <p>After the student has identified a value, say, "Please put the correct symbol between these two numbers."</p> <p>Repeat the procedure with the following sets:</p> <p>(b) 12 ___ 18</p> <p>(c) 26 ___ 62</p> <p>(d) 57 ___ 57</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7: Y N Correctly identifies 7 > 4?: Y N</p> <p>(b) Correctly identifies 18: Y N Correctly identifies 12 < 18?: Y N</p> <p>(c) Correctly identifies 62: Y N Correctly identifies 26 < 62?: Y N</p> <p>(d) Correctly identifies 57 is equal to 57: Y N Correctly identifies 57 = 57?: Y N</p> <p>[3] - Correctly identifies all 4 numbers and symbols [2] - Correctly identifies all 4 numbers and at least 2 symbols [1] - Correctly identifies all 4 numbers [0] - No response or incorrect responses</p>

T7

The student correctly answers four comparisons but does not use the symbols.

⇒ If a student is successful on Item 7, then proceed to Item 8.

⇒ If a student is not successful on Item 7, then proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(2.NBT.4)</p> <p>(8) Present the student with the number card "573 ___ 237" and the symbols cards "<," ">," and "=".</p> <p>(a) Say, "Please put the correct symbol between these two numbers."</p> <p>Repeat with the following:</p> <p>(b) 273 ___ 237</p> <p>(c) 579 ___ 579</p> <p>(d) 766 ___ 677</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) Correctly identifies 573 > 237?: Y N (b) Correctly identifies 273 > 237?: Y N (c) Correctly identifies 579 = 579?: Y N (d) Correctly identifies 766 > 677?: Y N</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or incorrect responses</p>

T8

This question was skipped.

⇒ Proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	<p>(1.OA.7)</p> <p>(9) Have counters, paper, and a pencil available for the student.</p> <p>(a) Present the student with the equation card "$3 + 4 = 7$" and say, "Please tell me if this number sentence is true or false."</p> <p>After the student responds, ask, "Why is this number sentence true/false?" Record the student's response.</p> <p>Repeat the process with the following equations:</p> <p>(b) $8 + 0 = 9$</p> <p>(c) $5 = 4 + 1$</p> <p>(d) $2 + 4 = 4 + 2$</p>	<p>If the student has difficulty understanding the terms "true" and "false," repeat the instructions using the words "right" and "wrong."</p> <p>If the student is unable to solve the problem using mental math, say, "You can use paper and pencil or counters to find the answer."</p> <p>Stop work on Item 9 if the student cannot correctly identify the first two pairs.</p>	<p>(a) $3 + 4 = 7$ is True? <u>Y</u> ^(N) Response: <u>I added</u></p> <p>(b) $8 + 0 = 9$ is False? <u>Y</u> ^(N) Response: <u>After 8 is 9</u></p> <p>(c) $5 = 4 + 1$ is True? <u>Y</u> ^(N) Response: <u>5 is bigger</u></p> <p>(d) $2 + 4 = 4 + 2$ is True? <u>Y</u> ^(N) Response: <u>4 is 4</u></p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or incorrect responses</p>

T9

The student correctly answers the first question but answers the next three incorrectly.

⇒ If a student is successful on Item 9, then proceed to Item 10.

⇒ If a student is not successful on Item 9, then proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.2)</p> <p>(10) Say, "For the next task, I want you to use mental math to solve an equation (or solve a problem)."</p> <p>(a) What is $3 + 16$?"</p> <p>Repeat using the following:</p> <p>(b) $8 - 3$</p> <p>(c) $6 + 9$</p> <p>(d) $13 - 7$</p>	<p>Note the strategy that the student used to represent each problem and record any incorrect responses.</p>	<p>(a) $3 + 16$ _____ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer _____ Other: _____ No response or incorrect response _____</p> <p>(b) $8 - 3$ _____ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction _____ Derived fact (compose/decompose) _____ Other: _____ No response or incorrect response _____</p> <p>(c) $6 + 9$ _____ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer _____ Other: _____ No response or incorrect response _____</p> <p>(d) $13 - 7$ _____ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction _____ Derived fact (compose/decompose) _____ Other: _____ No response or incorrect response _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T10

This question was skipped.

⇒ Proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	<p>(1.OA.1)</p> <p>(T1) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now?</p> <p>(b) Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student used to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a)</p> <p>Gives the correct response, 16: <u>Y</u> N</p> <p>Adds 10 and 6 using an expression or equation _____</p> <p>Draws a model to solve _____</p> <p>Other <u>Uses Cubes</u></p> <p>No response or incorrect response _____</p> <p>(b)</p> <p>Gives the correct response, 9: Y <u>N</u> 10</p> <p>Subtracts 3 from 12 using an expression or equation _____</p> <p>Draws a model to solve _____</p> <p>Adds up from 3 to 12 _____</p> <p>Other <u>Uses Cubes</u></p> <p>No response or incorrect response _____</p> <p>[2] – 2 correct responses [1] – 1 correct response [0] – No response or both incorrect</p>

T11

The student correctly solves the first word problem and uses cubes. The student is unsuccessful in solving the second word problem, even though an attempt is made to use cubes.

- ➡ If a student is successful on Item 11, then proceed to Item 12.
- ➡ If a student is not successful on Item 11, then this is the end of the inventory task for this student.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.1)</p> <p>(T2) Solve Addition and Subtraction Word Problems (within 100): Have paper and pencils available for the student.</p> <p>Read the following to the student:</p> <p>(a) Carly has 39 pencils. She gives her friend 18 of the pencils. How many pencils does Carly have left?</p> <p>(b) Wilson bought 11 baseball cards on Monday, 16 cards on Tuesday, and 13 cards on Wednesday. He gave his brother 9 of his baseball cards. How many baseball cards does Wilson have now?</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a)</p> <p>Gives the correct response, 21: Y N</p> <p>Subtracts 39 from 18 using an expression or equation _____</p> <p>Draws a model to solve _____</p> <p>Adds up from 18 to 39 _____</p> <p>Other _____</p> <p>No response or incorrect response _____</p> <p>(b)</p> <p>Gives the correct response, 31: Y N</p> <p>Adds 11, 16, and 13, then subtracts 9 using an expression or equation _____</p> <p>Draws a model to solve _____</p> <p>Other _____</p> <p>No response or incorrect response _____</p> <p>[2] – 2 correct responses [1] – 1 correct response [0] – No response or both incorrect</p>

T12

This question was skipped.

➡ This is the end of the inventory task.

Sample C - Anchor Paper Commentary




Subject/Course: Math

Task Title: Grade 1 Inventory

Grade Level: 1

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	1	Student accurately counts to 100 but not beyond.	3
T2 Trait 2	0	This question was skipped.	2
T3 Trait 3	1	Student incorrectly adds 10 to 12 to arrive at 20. Student correctly takes away 10 and arrives at 2. Student explains that he/she "cross out one."	2
T4 Trait 4	0	This question was skipped.	4
T5 Trait 5	2	Student correctly reads 70 but reads 118 incorrectly. Student correctly writes 80 but writes 1006 instead of 106.	4
T6 Trait 6	0	This question was skipped.	4
T7 Trait 7	1	Student correctly answers four comparisons but does not use the symbols.	3
T8 Trait 8	0	This question was skipped.	4
T9 Trait 9	1	Student answers the first of the four questions correctly but answers the next three incorrectly.	4

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
 Trait 10	0	This question was skipped.	4
 Trait 11	1	Student correctly solves the first word problem and uses cubes. Student is unsuccessful in solving the second word problem, even though an attempt is made to use cubes.	2
 Trait 12	0	This question was skipped.	2

Directions: When administering this task, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. *This task inventory is aligned to both Grade 1 and Grade 2 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Grade 1 students ARE NOT required to demonstrate above-grade-level thinking.*

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (1) Counting on from a Number Other Than One: Say, "Please start at 85 and count by ones as high as you can."	Stop students who successfully count to 120. ----- or ----- Stop the student when the counting sequence becomes incorrect. Record the last correct count. If the student does not know how to answer the question, then model for him/her. Say, "Let me show you how to start counting at 62, and then you can show me how to start counting at 85. Okay, 62, 63, 64... Now, can you show me how to start counting at 85?"	Correctly counts to 120: ____ [3] Correctly counts to 110: ____ [2] Correctly counts to 100: ____ [1] Correctly counts to: <u>89</u> Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ____ [0]

T1

The student accurately counts to 89 but not beyond.

⇒ If a student is successful¹ on Item 1, then proceed to Item 2.

⇒ If a student is not successful on Item 1, then proceed to Item 3.

Understand place value.	(2.NBT.2) (2) Skip Counting: Say, "Sometimes we skip count by fives, like 5, 10... Please count as high as you can by fives."	Stop students who successfully count by fives to 40. ----- or ----- Stop the student where the counting sequence is incorrect. Record the last correct count and the type of error.	Correctly counts by fives to 40: ____ [2] Correctly counts by fives to: ____ [1] Unable to count by fives: ____ [0]
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T2

This question was skipped.

⇒ Proceed to Item 3.

¹In order for a student to be successful, a student must get the maximum points for each item.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	(1.NBT.5) (3) Adding and Subtracting Ten: Present the student the number card (12) and say, "Without counting, can you tell me what number is 10 more than 12?" After the student responds, ask, "How do you know?" Then ask, "Without counting, can you tell me what number is 10 less than 12?" After the student responds, ask, "How do you know?"	Record the student's response and explanation in the student response column for Item 5.	Gives the correct answer, 22, without counting?: Y (N) Explanation: <u>12</u> Gives the correct answer, 2, without counting?: Y (N) Explanation: <u>0</u> No response or incorrect response: ____ [2] - Both correct [1] - 1 correct [0] - No response or both incorrect

T3

The student adds 10 to 12 to incorrectly arrive at 13.

The student takes away 10 and incorrectly arrives at 0.

⇒ If a student is successful on Item 3, then proceed to Item 4.

⇒ If a student is not successful on Item 3, then proceed to Item 5.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.8) (4) Say, "Use mental math to find the answer to these problems:" (a) Add 10 to 889 (b) Add 100 to 674 (c) Subtract 10 from 521 (d) Subtract 100 from 345		(a) Gives the answer 899?: Y N Explanation: _____ (b) Gives the answer 774?: Y N Explanation: _____ (c) Gives the answer 511?: Y N Explanation: _____ (d) Gives the answer 245?: Y N Explanation: _____ [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T4

This question was skipped.

⇒ Proceed to Item 5.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (5) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say, "Please tell me the name of this number." From 0 to 120: Present the student with the number card 118 and say, "Please tell me the name of this number." Provide the student with paper and pencil and say, "Please write the number eighty." Say, "Please write the number one hundred six."	Allow time in between naming numbers for students to scribe.	Says 70: <u>700</u> Says 118: <u>18</u> Correctly writes 80: <u>✓</u> Correctly writes 106: <u>16</u> [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T5

The student incorrectly reads 70 and 118.

The student correctly writes 80 but writes 106 incorrectly.

⇒ If a student is successful on Item 5, then proceed to Item 6.

⇒ If a student is not successful on Item 5, then proceed to Item 7.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.3) (6) Reading and Writing Numerals from 0 to 1,000: Present the student with the number card 135 and say, "Please tell me the name of this number." Present the student with the number card 889 and say, "Please tell me the name of this number." Provide the student with paper and pencil and say, "Please write the number nine hundred seventy-two." Say, "Please write the number four hundred forty-five."	Give time between for the student to scribe each number.	Says 135: _____ Says 889: _____ Correctly writes 972: _____ Correctly writes 445: _____ [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T6

This question was skipped.

⇒ Proceed to Item 7.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(7) Present the student with the number card "7___4" and symbols cards.</p> <p>(a) Say, "Which number is greater?"</p> <p>After the student has identified a value, say, "Please put the correct symbol between these two numbers."</p> <p>Repeat the procedure with the following sets:</p> <p>(b) 12 ___ 18</p> <p>(c) 26 ___ 62</p> <p>(d) 57 ___ 57</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7?: <input checked="" type="radio"/> N Correctly identifies 7 > 4?: Y <input checked="" type="radio"/> N</p> <p>(b) Correctly identifies 18?: Y <input checked="" type="radio"/> N Correctly identifies 12 < 18?: Y <input checked="" type="radio"/> N</p> <p>(c) Correctly identifies 62?: <input checked="" type="radio"/> N Correctly identifies 26 < 62?: Y <input checked="" type="radio"/> N</p> <p>(d) Correctly identifies 57 is equal to 57?: Y <input checked="" type="radio"/> N Correctly identifies 57 = 57?: Y <input checked="" type="radio"/> N</p> <p>[3] - Correctly identifies all 4 numbers and symbols [2] - Correctly identifies all 4 numbers and at least 2 symbols [1] - Correctly identifies all 4 numbers [0] - No response or incorrect responses</p>

T7

The student correctly answers two of four comparisons but does not use the symbols correctly.

⇒ If a student is successful on Item 7, then proceed to Item 8.

⇒ If a student is not successful on Item 7, then proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(2.NBT.4)</p> <p>(8) Present the student with the number card "573___237" and the symbols cards "<," ">," and "="</p> <p>(a) Say, "Please put the correct symbol between these two numbers."</p> <p>Repeat with the following:</p> <p>(b) 273 ___ 237</p> <p>(c) 579 ___ 579</p> <p>(d) 766 ___ 677</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) Correctly identifies 573 > 237?: Y N (b) Correctly identifies 273 > 237?: Y N (c) Correctly identifies 579 = 579?: Y N (d) Correctly identifies 766 > 677?: Y N</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or incorrect responses</p>

T8

This question was skipped.

⇒ Proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	<p>(1.OA.7)</p> <p>(9) Have counters, paper, and a pencil available for the student.</p> <p>(a) Present the student with the equation card "$3 + 4 = 7$" and say, "Please tell me if this number sentence is true or false."</p> <p>After the student responds, ask, "Why is this number sentence true/false?" Record the student's response.</p> <p>Repeat the process with the following equations:</p> <p>(b) $8 + 0 = 9$</p> <p>(c) $5 = 4 + 1$</p> <p>(d) $2 + 4 = 4 + 2$</p>	<p>If the student has difficulty understanding the terms "true" and "false," repeat the instructions using the words "right" and "wrong."</p> <p>If the student is unable to solve the problem using mental math, say, "You can use paper and pencil or counters to find the answer."</p> <p>Stop work on Item 9 if the student cannot correctly identify the first two pairs.</p>	<p>(a) $3 + 4 = 7$ is True?: <input checked="" type="radio"/> Y <input type="radio"/> N Response: <u>3 plus 4 is 7</u></p> <p>(b) $8 + 0 = 9$ is False?: <input type="radio"/> Y <input checked="" type="radio"/> N Response: <u>Counts 8, 9</u></p> <p>(c) $5 = 4 + 1$ is True?: <input type="radio"/> Y <input checked="" type="radio"/> N Response: <u>5 is not more</u></p> <p>(d) $2 + 4 = 4 + 2$ is True?: <input type="radio"/> Y <input checked="" type="radio"/> N Response: <u>not same</u></p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or incorrect responses</p>

T9

The student correctly answers the first question but answers the next three incorrectly.

⇒ If a student is successful on Item 9, then proceed to Item 10.

⇒ If a student is not successful on Item 9, then proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.2)</p> <p>(10) Say, "For the next task, I want you to use mental math to solve an equation (or solve a problem)."</p> <p>(a) What is $3 + 16$?"</p> <p>Repeat using the following:</p> <p>(b) $8 - 3$</p> <p>(c) $6 + 9$</p> <p>(d) $13 - 7$</p>	<p>Note the strategy that the student used to represent each problem and record any incorrect responses.</p>	<p>(a) $3 + 16$ _____ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer _____ Other: _____ No response or incorrect response _____</p> <p>(b) $8 - 3$ _____ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction _____ Derived fact (compose/decompose) _____ Other: _____ No response or incorrect response _____</p> <p>(c) $6 + 9$ _____ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer _____ Other: _____ No response or incorrect response _____</p> <p>(d) $13 - 7$ _____ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction _____ Derived fact (compose/decompose) _____ Other: _____ No response or incorrect response _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T10

This question was skipped.

⇒ Proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	(1.OA.1) (11) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student. <i>Read the following to the student:</i> (a) Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now? (b) Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?	Repeat the word problems up to three times, if necessary. Note the strategy that the student used to represent each problem or attach student work. Record any incorrect responses.	(a) Gives the correct response, 16: <input checked="" type="radio"/> Y <input type="radio"/> N Adds 10 and 6 using an expression or equation _____ Draws a model to solve _____ Other <u>blocks</u> No response or incorrect response _____ (b) Gives the correct response, 9: <input type="radio"/> Y <input type="radio"/> N Subtracts 3 from 12 using an expression or equation _____ Draws a model to solve _____ Adds up from 3 to 12 _____ Other _____ No response or incorrect response <u>X</u> [2] - 2 correct responses [1] - 1 correct response [0] - No response or both incorrect

T11

The student correctly solves the first word problem and uses blocks. The student is unsuccessful in solving the second word problem.

➡ If a student is successful on Item 11, then proceed to Item 12.

➡ If a student is not successful on Item 11, then this is the end of the inventory task for this student.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	(2.OA.1) (12) Solve Addition and Subtraction Word Problems (within 100): Have paper and pencils available for the student. <i>Read the following to the student:</i> (a) Carly has 39 pencils. She gives her friend 18 of the pencils. How many pencils does Carly have left? (b) Wilson bought 11 baseball cards on Monday, 16 cards on Tuesday, and 13 cards on Wednesday. He gave his brother 9 of his baseball cards. How many baseball cards does Wilson have now?	Repeat the word problems up to three times, if necessary. Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.	(a) Gives the correct response, 21: <input type="radio"/> Y <input type="radio"/> N Subtracts 39 from 18 using an expression or equation _____ Draws a model to solve _____ Adds up from 18 to 39 _____ Other _____ No response or incorrect response _____ (b) Gives the correct response, 31: <input type="radio"/> Y <input type="radio"/> N Adds 11, 16, and 13, then subtracts 9 using an expression or equation _____ Draws a model to solve _____ Other _____ No response or incorrect response _____ [2] - 2 correct responses [1] - 1 correct response [0] - No response or both incorrect

T12

This question was skipped.

➡ This is the end of the inventory task.

Sample D - Anchor Paper Commentary




Subject/Course: Math

Task Title: Grade 1 Inventory

Grade Level: 1

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	0	Student accurately counts to 89 but not beyond.	3
T2 Trait 2	0	This question was skipped.	2
T3 Trait 3	0	The student adds 10 to 12 to incorrectly arrive at 13. The student takes away 10 and incorrectly arrives at 0.	2
T4 Trait 4	0	This question was skipped.	4
T5 Trait 5	1	Student incorrectly reads 70 and 118. Student correctly writes 80 but writes 106 incorrectly.	4
T6 Trait 6	0	This question was skipped.	4
T7 Trait 7	0	Student correctly answers two of four comparisons but does not use the symbols correctly.	3
T8 Trait 8	0	This question was skipped.	4
T9 Trait 9	1	Student correctly answers the first question but misses the next three.	4

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
 Trait 10	0	This question was skipped.	4
 Trait 11	1	Student correctly solves the first word problem and uses blocks. Student is unsuccessful in solving the second word problem.	2
 Trait 12	0	This question was skipped.	2

Directions: When administering this task, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. *This task inventory is aligned to both Grade 1 and Grade 2 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Grade 1 students ARE NOT required to demonstrate above-grade-level thinking.*

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (1) Counting on from a Number Other Than One: Say, "Please start at 85 and count by ones as high as you can."	Stop students who successfully count to 120. ----- or ----- Stop the student when the counting sequence becomes incorrect. Record the last correct count. If the student does not know how to answer the question, then model for him/her. Say, "Let me show you how to start counting at 62, and then you can show me how to start counting at 85. Okay, 62, 63, 64... Now, can you show me how to start counting at 85?"	Correctly counts to 120: ____ [3] Correctly counts to 110: ____ [2] Correctly counts to 100: ____ [1] Correctly counts to: ____ Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ✕ [0]

T1

The student was unable to start counting.

⇒ If a student is successful¹ on Item 1, then proceed to Item 2.

⇒ If a student is not successful on Item 1, then proceed to Item 3.

Understand place value.	(2.NBT.2) (2) Skip Counting: Say, "Sometimes we skip count by fives, like 5, 10... Please count as high as you can by fives."	Stop students who successfully count by fives to 40. ----- or ----- Stop the student where the counting sequence is incorrect. Record the last correct count and the type of error.	Correctly counts by fives to 40: ____ [2] Correctly counts by fives to: ____ [1] Unable to count by fives: ____ [0]
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T2

This question was skipped.

⇒ Proceed to Item 3.

¹In order for a student to be successful, a student must get the maximum points for each item.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	(1.NBT.5) (3) Adding and Subtracting Ten: Present the student the number card (12) and say, "Without counting, can you tell me what number is 10 more than 12?" After the student responds, ask, "How do you know?" Then ask, "Without counting, can you tell me what number is 10 less than 12?" After the student responds, ask, "How do you know?"	Record the student's response and explanation in the student response column for Item 5.	Gives the correct answer, 22, without counting?: Y <u>N</u> Explanation: <u>no response</u> Gives the correct answer, 2, without counting?: Y <u>N</u> Explanation: <u>no response</u> No response or incorrect response: ✓ [2] - Both correct [1] - 1 correct [0] - No response or both incorrect

T3

The student does not respond to either question.

⇒ If a student is successful on Item 3, then proceed to Item 4.

⇒ If a student is not successful on Item 3, then proceed to Item 5.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.8) (4) Say, "Use mental math to find the answer to these problems:" (a) Add 10 to 889 (b) Add 100 to 674 (c) Subtract 10 from 521 (d) Subtract 100 from 345		(a) Gives the answer 899?: Y N Explanation: _____ (b) Gives the answer 774?: Y N Explanation: _____ (c) Gives the answer 511?: Y N Explanation: _____ (d) Gives the answer 245?: Y N Explanation: _____ [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T4

This question was skipped.

➡ Proceed to Item 5.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (5) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say, "Please tell me the name of this number." From 0 to 120: Present the student with the number card 118 and say, "Please tell me the name of this number." Provide the student with paper and pencil and say, "Please write the number eighty." Say, "Please write the number one hundred six."	Allow time in between naming numbers for students to scribe.	Says 70: <u>eight</u> Says 118: <u>eight</u> Correctly writes 80: <u>80</u> Correctly writes 106: <u>no response</u> [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T5

The student correctly reads 70 and incorrectly reads 118.

The student correctly writes 80 but does not respond when prompted to write to 106.

➡ If a student is successful on Item 5, then proceed to Item 6.

➡ If a student is not successful on Item 5, then proceed to Item 7.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.3) (6) Reading and Writing Numerals from 0 to 1,000: Present the student with the number card 135 and say, "Please tell me the name of this number." Present the student with the number card 889 and say, "Please tell me the name of this number." Provide the student with paper and pencil and say, "Please write the number nine hundred seventy-two." Say, "Please write the number four hundred forty-five."	Give time between for the student to scribe each number.	Says 135: _____ Says 889: _____ Correctly writes 972: _____ Correctly writes 445: _____ [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T6

This question was skipped.

➡ Proceed to Item 7.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(7) Present the student with the number card "7___4" and symbols cards.</p> <p>(a) Say, "Which number is greater?"</p> <p>After the student has identified a value, say, "Please put the correct symbol between these two numbers."</p> <p>Repeat the procedure with the following sets:</p> <p>(b) 12 ___ 18</p> <p>(c) 26 ___ 62</p> <p>(d) 57 ___ 57</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7? Y/N Correctly identifies $7 > 4$? Y/N</p> <p>(b) Correctly identifies 18? Y/N Correctly identifies $12 < 18$? Y/N</p> <p>(c) Correctly identifies 62? Y/N Correctly identifies $26 < 62$? Y/N</p> <p>(d) Correctly identifies 57 is equal to 57? Y/N Correctly identifies $57 = 57$? Y/N</p> <p>[3] - Correctly identifies all 4 numbers and symbols</p> <p>[2] - Correctly identifies all 4 numbers and at least 2 symbols</p> <p>[1] - Correctly identifies all 4 numbers</p> <p>[0] - No response or incorrect responses</p>

T7

The student correctly answers one of four comparisons but does not use the symbols correctly.

⇒ If a student is successful on Item 7, then proceed to Item 8.

⇒ If a student is not successful on Item 7, then proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(2.NBT.4)</p> <p>(8) Present the student with the number card "573___237" and the symbols cards "<," ">," and "=".</p> <p>(a) Say, "Please put the correct symbol between these two numbers."</p> <p>Repeat with the following:</p> <p>(b) 273 ___ 237</p> <p>(c) 579 ___ 579</p> <p>(d) 766 ___ 677</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) Correctly identifies $573 > 237$? Y/N</p> <p>(b) Correctly identifies $273 > 237$? Y/N</p> <p>(c) Correctly identifies $579 = 579$? Y/N</p> <p>(d) Correctly identifies $766 > 677$? Y/N</p> <p>[4] - All 4 correct</p> <p>[3] - 3 correct</p> <p>[2] - 2 correct</p> <p>[1] - 1 correct</p> <p>[0] - No response or incorrect responses</p>

T8

This question was skipped.

⇒ Proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	<p>(1.OA.7)</p> <p>(9) Have counters, paper, and a pencil available for the student.</p> <p>(a) Present the student with the equation card "$3 + 4 = 7$" and say, "Please tell me if this number sentence is true or false."</p> <p>After the student responds, ask, "Why is this number sentence true/false?" Record the student's response.</p> <p>Repeat the process with the following equations:</p> <p>(b) $8 + 0 = 9$</p> <p>(c) $5 = 4 + 1$</p> <p>(d) $2 + 4 = 4 + 2$</p>	<p>If the student has difficulty understanding the terms "true" and "false," repeat the instructions using the words "right" and "wrong."</p> <p>If the student is unable to solve the problem using mental math, say, "You can use paper and pencil or counters to find the answer."</p> <p>Stop work on Item 9 if the student cannot correctly identify the first two pairs.</p>	<p>(a) $3 + 4 = 7$ is True?: Y (N) Response: <u>no response</u></p> <p>(b) $8 + 0 = 9$ is False?: Y (N) Response: <u>no response</u></p> <p>(c) $5 = 4 + 1$ is True?: Y (N) Response: <u>no response</u></p> <p>(d) $2 + 4 = 4 + 2$ is True?: Y (N) Response: <u>no response</u></p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or incorrect responses</p>

T9

The student does not respond to any of the questions.

⇒ If a student is successful on Item 9, then proceed to Item 10.

⇒ If a student is not successful on Item 9, then proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.2)</p> <p>(10) Say, "For the next task, I want you to use mental math to solve an equation (or solve a problem)."</p> <p>(a) What is $3 + 16$?"</p> <p>Repeat using the following:</p> <p>(b) $8 - 3$</p> <p>(c) $6 + 9$</p> <p>(d) $13 - 7$</p>	<p>Note the strategy that the student used to represent each problem and record any incorrect responses.</p>	<p>(a) $3 + 16$ _____ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer _____ Other: _____ No response or incorrect response _____</p> <p>(b) $8 - 3$ _____ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction _____ Derived fact (compose/decompose) _____ Other: _____ No response or incorrect response _____</p> <p>(c) $6 + 9$ _____ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer _____ Other: _____ No response or incorrect response _____</p> <p>(d) $13 - 7$ _____ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction _____ Derived fact (compose/decompose) _____ Other: _____ No response or incorrect response _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T10

This question was skipped.

⇒ Proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	(1.OA.1) (11) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student. <i>Read the following to the student:</i> (a) Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now? (b) Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?	Repeat the word problems up to three times, if necessary. Note the strategy that the student used to represent each problem or attach student work. Record any incorrect responses.	(a) Gives the correct response, 16: Y <u>N</u> Adds 10 and 6 using an expression or equation _____ Draws a model to solve _____ Other <u>uses cubes</u> No response or incorrect response _____ (b) Gives the correct response, 9: Y <u>N</u> Subtracts 3 from 12 using an expression or equation _____ Draws a model to solve _____ Adds up from 3 to 12 _____ Other <u>uses cubes</u> No response or incorrect response _____ [2] – 2 correct responses [1] – 1 correct response [0] – No response or both incorrect

T11

The student solves both of the problems incorrectly.

➡ If a student is successful on Item 11, then proceed to Item 12.

➡ If a student is not successful on Item 11, then this is the end of the inventory task for this student.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	(2.OA.1) (12) Solve Addition and Subtraction Word Problems (within 100): Have paper and pencils available for the student. <i>Read the following to the student:</i> (a) Carly has 39 pencils. She gives her friend 18 of the pencils. How many pencils does Carly have left? (b) Wilson bought 11 baseball cards on Monday, 16 cards on Tuesday, and 13 cards on Wednesday. He gave his brother 9 of his baseball cards. How many baseball cards does Wilson have now?	Repeat the word problems up to three times, if necessary. Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.	(a) Gives the correct response, 21: Y <u>N</u> Subtracts 39 from 18 using an expression or equation _____ Draws a model to solve _____ Adds up from 18 to 39 _____ Other _____ No response or incorrect response _____ (b) Gives the correct response, 31: Y <u>N</u> Adds 11, 16, and 13, then subtracts 9 using an expression or equation _____ Draws a model to solve _____ Other _____ No response or incorrect response _____ [2] – 2 correct responses [1] – 1 correct response [0] – No response or both incorrect

T12

This question was skipped.

➡ This is the end of the inventory task.

Sample E - Anchor Paper Commentary




Subject/Course: Math

Task Title: Grade 1 Inventory

Grade Level: 1

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	0	Student was unable to start counting.	3
T2 Trait 2	0	This question was skipped.	2
T3 Trait 3	0	Student does not respond to either question.	2
T4 Trait 4	0	This question was skipped.	4
T5 Trait 5	2	Student correctly reads 70 and reads 118 incorrectly. Student correctly writes 80 but does not respond when prompted to read 106.	4
T6 Trait 6	0	This question was skipped.	4
T7 Trait 7	0	Student correctly answers one of four comparisons but does not use the symbols correctly.	3
T8 Trait 8	0	This question was skipped.	4
T9 Trait 9	0	Student does not respond to any of the questions.	4

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
 Trait 10	0	This question was skipped.	4
 Trait 11	0	Student incorrectly solves both of the problems.	2
 Trait 12	0	This question was skipped.	2

Trait to Standard Alignment Chart

		Common Core standards											
Trait	Question	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra 1	Algebra 2	Geometry
1	1	K.CC.1	1.NBT.1	2.NBT.4	3.MD.7b	4.OA.2	3.NF.1	6.RP.1	7.EE.3	8.F.4	F.IF.4	G.SRT.8	G.CO.9
2	2	K.CC.2	2.NBT.2	2.NBT.4	3.OA.6	4.MD.3	5.NF.1	6.RP.3a	7.EE.1	8.F.4	F.IF.6	G.SRT.8	G.CO.10
3	3	1.NBT.1	1.NBT.5	2.NBT.7	4.NBT.6	4.OA.4	5.NF.1	6.EE.9	7.RP.3	8.F.4	F.BF.1a,b and F.BF.2	G.SRT.8	G.SRT.4
4	4	K.CC.1	2.NBT.8	2.NBT.4	3MD.7b	4.NBT.5	5.NF.4a	6.RP.3c	7.EE.2	8.EE.8b	4.OA.5	G.SRT.8	G.SRT.5
5	5	1.NBT.5	1.NBT.1	2.NBT.1	3.NBT.3	4.OA.5	5.NF.2	6.RP.3b	7.EE.2	8.EE.8a	F.BF.1a,b and F.BF.2	F.BF.1a	G.SRT.5
6	6	K.CC.3	2.NBT.3	2.NBT.1	3.OA.3	4.MD.2	5.NF.3	6.RP.2	7.RP.3	8.F.2	F.IF.5	F.TF.8	G.CO.5
7	7	1.NBT.1	1.NBT.3		3.OA.8	4.OA.3	5.NF.7b	6.RP.3	7.EE.4b	8.F.4	A.REI.7		G.SRT.5
8	8	K.CC.4	2.NBT.4				5.NF.7a				A.SSE.3a		
9	9	K.CC.6	1.OA.7										
10	10	1.NBT.3	2.OA.2										
11	11	K.OA.1	1.OA.1										
12	12	1.OA.7	2.OA.1										
13	13	K.OA.2											
14	14	1.OA.1											